



Production Agriculture – Soils & Crops Skill Standards Checklist

CERTIFICATION AREAS COMPLETED:

- _____ Core Abilities*
- _____ Safety*
- _____ Ag Mechanics*
- _____ Ag Facilities and Materials Handling*
- _____ Crop Production*

Plant and Soil Science (co-op competencies):

- _____ Agribusiness
- _____ Plants & Soils

Student Name _____

School District _____

YA Consortium _____

YA Coordinator _____

High School Diploma/GED/HSED

Date Received _____

Level One (one year) Requirements:

All starred * areas and a minimum of 450 work hours.

Level Two (two year) Requirements:

All areas and a minimum of 900 work hours.

Work Based Learning:

**Total Hours
Employed**

Company Name

Phone #

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Instructions for the Worksite Mentors

The Skill Standards Checklist is a list of competencies (tasks) to be achieved through mentoring at the worksite.

- Each competency has three levels.
- Each competency should be rated by the mentor as the student acquires and demonstrates the skill at the worksite.
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and the student should go over the checklist together on a regular basis (at a minimum every 9 weeks) to record progress and plan future steps to complete the required competencies.

Employer Certification: I certify that this student has successfully completed the competencies required in my department.
Instructor Certification: I certify that this student has successfully completed the related classroom instruction.

_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Mentor/Trainer Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Instructor Signature	_____	Printed Name
_____	Department	_____	Date Signed
_____	Instructor Signature	_____	Printed Name
_____	Department	_____	Date Signed

Core Abilities

Core abilities address broad knowledge, skills, and attitudes that go beyond the context of a specific course. Core abilities are not taught in specific lessons. These are the employability skills that are critical for success in the agriculture industry.

RATING:

3 = Consistently displays this behavior

2 = Often displays this behavior

1 = Needs improvement/Rarely displays this behavior

Works Productively		Score		
1.	Produce work consistent with established criteria	3	2	1
2.	Attend regularly and on time	3	2	1
3.	Exhibit organizational skills	3	2	1
4.	Show self-direction in starting tasks	3	2	1
5.	Demonstrate reliability	3	2	1
6.	Follow directions	3	2	1
7.	Complete required tasks on time	3	2	1
Act Responsibly				
8.	Apply ethical work values such as keeping confidentiality, putting in a full day's work and following health and safety standards	3	2	1
9.	Accepts authority	3	2	1
10.	Informs others of developments affecting work functions	3	2	1
Communicates clearly with supervisor and others				
11.	Write and speak so others can understand	3	2	1
12.	Communicate appropriately and professionally	3	2	1
13.	Use active listening skills	3	2	1
Thinks critically and creatively				
14.	Distinguish between fact and opinion	3	2	1
15.	Use problem-solving and decision-making strategies	3	2	1

Learns effectively		Score		
16.	Use resources to meet learning needs	3	2	1
17.	Organize information	3	2	1
Works cooperatively with others				
18.	Complete his/her share of tasks necessary to complete a project	3	2	1
19.	Maintain self-control	3	2	1
20.	Accept constructive feedback	3	2	1
21.	Resolve differences for the benefit of the team	3	2	1
Works as a team member				
22.	Use collaborative strategies to complete task	3	2	1
23.	Exchange information, ideas, and opinions	3	2	1
24.	Show evidence of respect for diversity	3	2	1
Follows written and verbal instructions				
25.	Listen and read carefully	3	2	1
26.	Access required information to follow instructions	3	2	1

Total Score: _____ ÷ 26 = _____ (average)

An average of two (2) or higher is required to pass this section--divide the total score by 26 to obtain average.

Comments: _____

Safety

RATING:

3 = Exceeds entry level/Consistently displays this behavior

2 = Meets entry level/Often displays this behavior

1 = Needs improvement/Rarely displays this behavior

	<u>Score</u>		
1. Recognizes safe and unsafe work habits	3	2	1
2. Demonstrates proper safety procedures	3	2	1
3. Maintains a safe and healthy work environment	3	2	1
4. Demonstrates or can describe process to be followed at the worksite to report and treat injuries and accidents	3	2	1

All competencies must be completed at a 3 rating to pass this section.

Comments: _____

Ag Mechanics

RATING:

3 = Able to perform entry-level skills. Limited additional training may be required.

2 = Limited skill. Additional training is required to develop entry level skill.

1 = Familiar with process, but unable to perform the task with entry level skill.

	Score		
*1. Follow emergency response procedures	*3	2	1
*2. Operate farm machinery, implements and vehicles	*3	2	1
3. Attach farm implements	3	2	1
4. Adjust equipment	3	2	1
5. Lubricate machinery and equipment	3	2	1
6. Service fluid systems	3	2	1
7. Service Tires	3	2	1
8. Service a basic electrical system	3	2	1
9. Clean machinery and equipment for use and storage	3	2	1
10. Maintain safety features on equipment	3	2	1
11. Create scheduled service records	3	2	1
12. Determine repair needs	3	2	1

Number of items completed with a level 2 or higher rating _____ (10 required)*

***Must include items #1 and 2 at a 3 rating.**

Comments: _____

Agriculture Facilities and Materials Handling

RATING:

3 = Able to perform entry-level skills. Limited additional training may be required.

2 = Limited skill. Additional training is required to develop entry level skill.

1 = Familiar with process, but unable to perform the task with entry level skill.

	Score		
1. Perform building and grounds maintenance tasks	3	2	1
2. Maintain plumbing and watering systems used in production facilities	3	2	1
3. Maintain ventilation systems	3	2	1
4. Maintain lighting and electrical utilities	3	2	1
5. Collect livestock waste	3	2	1
6. Apply livestock waste	3	2	1

Number of items completed with a level 2 or higher rating _____ (5 required)

Comments: _____

Crop Production

RATING:

3 = Able to perform entry-level skills. Limited additional training may be required.

2 = Limited skill. Additional training is required to develop entry level skill.

1 = Familiar with process, but unable to perform the task with entry level skill.

	Score		
1. Calculate crop volume in storage	3	2	1
2. Monitor crop quality in storage	3	2	1
3. Observe farm marketing practices	3	2	1
4. Categorize production costs	3	2	1
5. Interpret maps (soil and field) and crop records	3	2	1
6. Practice good customer relations	3	2	1
7. Perform soil sampling	3	2	1
8. Interpret field conditions	3	2	1
9. Observe crop conditions	3	2	1
10. Gather information for scouting report	3	2	1
11. Perform field tillage	3	2	1
12. Plant Crops	3	2	1
13. Fertilize Crops	3	2	1
14. Tend non-restrictive use chemicals	3	2	1
15. Organize seed, chemical, and fertilizer storage facilities	3	2	1
16. Assist in harvesting and transporting crops	3	2	1
17. Maintain pasture	3	2	1

Number of items completed with a level 2 or higher rating _____ (15 required)

Comments: _____

Agribusiness (Co-op Competencies)

RATING:

3 = Proficient – able to perform entry-level skills independently.

2 = Intermediate – has performed task; may need additional training or supervision.

1 = Introductory – is familiar with process but is unable, or has not had the opportunity to perform task; additional training is required.

Sales	Indicate if the completed competency was school-based (SB) or work-based (WB)	Score	SB	WB
1.	Support the mission statement of the workplace	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
2.	Identify potential customers	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
3.	Determine customer needs and wants	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
4.	Recommend product or service to meet customer needs and wants	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
5.	Identify and overcome customer objections	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
6.	Present sales proposal	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
7.	Utilize sales tools	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
8.	Close sales	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
9.	Record sales information	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>

Customer Relations

10.	Respond to customer complaints	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
11.	Establish a positive customer relationship	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>

Marketing

12.	Outline a marketing plan	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
13.	Prepare product demonstrations, exhibits, or displays	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
14.	Write news articles	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
15.	Create advertisements	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>

Technical Assistance

16.	Acquire company/product information for use in providing customer service	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
17.	Read and follow product label information	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
18.	Explain safety precautions regarding product use or application	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>
19.	Utilize marketing/sales databases	3 2 1	<input type="checkbox"/>	<input type="checkbox"/>

Process Customer Orders			Score			SB	WB
20.	Load, mix, and/or prepare orders for delivery		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
21.	Complete invoices		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
22.	Deliver products and load customer vehicles		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
23.	Maintain customer information		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

Communications

24.	Handle phone communications		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
25.	Use fax, email, and other communication systems		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development

26.	Become involved as a student member of an agricultural/professional organization		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
27.	Attend a sales or other job-related meeting		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
28.	Differentiate among forms of agribusiness organizational structures		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
29.	Explain the importance of agribusiness to international markets or the economy		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
30.	Use agribusiness information and other continuing professional education sources to update animal science skills and knowledge		3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

Number of items completed with a level 2 or higher rating _____ (27 required)

Comments: _____

Plant and Soil Science (Co-op competencies)

RATING:

3 = Proficient – able to perform entry-level skills independently.

2 = Intermediate – has performed task; may need additional training or supervision.

1 = Introductory – is familiar with process but is unable, or has not had the opportunity to perform task; additional training is required.

Indicate if the completed competency was school-based (SB) or work-based (WB).			Score			SB	WB
1.	Predict the phenotypes of offspring from a genetic cross	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Pollinate plants	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Propagate plants asexually	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Germinate seeds	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Analyze plant emergence	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Explain nutrient uptake in a plant	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Manage factors that affect plant growth	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Identify plant nutrient deficiencies	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
9.	Demonstrate correct application of plant fertilizer	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
10.	Demonstrate correct use of pesticides	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
11.	Examine the factors that affect photosynthesis	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
12.	Examine the factors that affect respiration	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
13.	Examine the factors that affect transpiration	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
14.	Identify 30 common weeds	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
15.	Identify 10 agronomic crops	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
16.	Identify 10 common crop seeds	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
17.	Identify 5 common weed seeds	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
18.	Explain the soil formation and development processes	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
19.	Analyze the physical properties of soils	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
20.	Assess the role of organic matter and microbes in the soil	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
21.	Assess soil water conditions	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	
22.	Develop a tillage plan	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	

		Score			SB	WB
23.	Evaluate types of wind and water erosion	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
24.	Determine erosion control methods	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
25.	Determine the conservation and land use practices that are appropriate for a given land capability class	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
26.	Interpret soil maps	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
27.	Develop soil conservation plans for specific fields	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>
28.	Assess compliance with existing conservation compliance plans	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>

Number of items completed with a level 2 or higher rating _____ (25 required)

Comments: _____

Special Projects or Certifications

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Instructor/Mentor Comments:

[illegible]

Instructor/Mentor Signature _____

Date Signed _____

Notes

[illegible]